A framework of core content for initial teacher training (ITT)

July 2016

Contents

Foreword by Stephen Munday, CBE

In March 2015, the Secretary of State for Education asked me to chair an independent expert group tasked with developing a framework of core content for initial teacher training (ITT) in England. This was in response to recommendations made by Sir Andrew Carter, in his report on the quality of ITT (published in January 2015)[1]. This report highlighted that the teacher training system in England is generally performing well, but suggested that there is considerable variability in ITT content across the system. Carter found that there were significant gaps in a range of courses in important areas such as subject knowledge development, subject specific pedagogy, assessment, behaviour management and special educational needs and disabilities (SEND).

Our aim has been to improve the consistency and quality of ITT courses by supporting teacher trainers and trainees themselves to have a better understanding of the essential elements of good ITT content. This, in turn, will help to ensure that gaps identified by the Carter Review are closed. Ultimately, the framework of core content that we are recommending in this report should ensure that all trainee teachers receive a sound grounding in the right elements of good classroom practice, pinned down by the broad headings of the Teachers' Standards at a level that is appropriate for the end of the initial training period.

We all believe passionately in the importance of high-quality teaching. We know it lies at the heart of the excellent education that we all want to see in our schools. Crucial to securing such teaching is rigorous and relevant initial training for those entering the teaching profession. Of course, this can, and should only ever be, the beginning of a process of on-going professional development and improvement that is the hallmark of all the great professions. This is how we want our profession to be characterised.

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[1] https://www.gov.uk/government/publications/carter-review-of-initial-teacher-training

It is a great honour to have led this very important piece of work which I believe can have a real impact on improving the quality of the training that our new teachers undergo, and which will ultimately ensure higher standards of education and better pupil outcomes in classrooms throughout England. I am also privileged to have worked with a group of talented and committed people with a considerable breadth and depth of expertise, all of whom have dedicated their time and energy to this work. I extend my sincere thanks to them all for the collaboration, good humour, challenge and sheer commitment that they have brought to the process. Although we always sought, and very often achieved, full agreement on our proposals, as with any gathering of diverse and talented experts, it is not always possible to achieve unanimity all of the time and this group is no exception. I am therefore grateful for the understanding of members of the group in accepting any occasions when I had to make a final decision on behalf of the group.

I am especially grateful to Tom Bennett and his group for developing the section on behaviour management in the recommended framework of core content. His group has also written a separate report on ITT behaviour management content, which has been submitted to Ministers alongside this report. I am also extremely grateful to the many individuals and organisations who took the time to speak to me and other members of the group, setting out their concerns and priorities for improving teacher training. We have listened carefully to what we have heard, and hope that many people will see their contributions reflected in our recommended framework of core content for ITT.

Stephen Munday, CBE

Chief Executive, Comberton Academy Trust

1 Summary

1.1 Introduction

The framework of core content that this report recommends defines the essential elements of course content that are generally required to support trainees to meet the Teachers' Standards at the level appropriate to the end of a period of initial teacher training. Its purpose is to guide those delivering ITT in what should be prioritised; it should not, however, be seen as an exhaustive curriculum for ITT. Nor should it prevent ITT providers from innovating and tailoring their programmes to their trainees, providing a training experience that goes substantially beyond the basic requirements articulated here. We believe the best providers are very likely to want to do that – indeed many are already doing so.

The framework is applicable to all types of ITT providers (schools and universities), regardless of the nature of their courses and their delivery method. While it defines the core content for both primary and secondary ITT programmes, and applies equally to training in all subjects, it is not a framework for different curriculum subjects.

1.2 Methodology

Our remit was specifically to develop a framework of core course content for ITT in order to support those who deliver ITT, applicants and trainees to have a better understanding of the essential elements of good ITT core content (see page 22). As such we had a brief that was deliberately limited in scope. We have, therefore, specifically focused on content and not on how it should be delivered.

To inform the development of the framework, we gave careful consideration to evidence gathered by the Carter Review, and engaged extensively through meetings and roundtable discussions with a wide range of stakeholders from across the country. These included, among others: current trainees, newly-qualified teachers (NQTs), subject associations, ITT providers and their representative organisations, headteacher groups and organisations from special educational needs and disability (SEND), alternative provision and mental health sectors. In total there were 18 roundtable events and inputs to conferences in addition to several meetings held with individuals between September and early December 2015. We also considered 58 submissions of written evidence to our dedicated mailboxes.

1.3   Links to the Teachers' Standards

The fundamental aim of the framework of core content is to ensure that ITT programmes enable trainees to meet the Teachers' Standards in full at the level appropriate to the end of a period of initial teacher training. The framework of core content therefore sets out clearly what all providers of ITT must require of their trainees before they can be deemed to be meeting the Teachers' Standards[2]. As such, this framework is explicitly underpinned by the Standards and sets out the essential elements of ITT core content, giving further clarity about effective preparation for excellent teaching under the rubric of each Standard. The framework must not be used to replace the Standards, which remain fully in place. Rather, it sets out the key knowledge, practice and behaviour that providers must ensure trainees are demonstrating in order to satisfy themselves that the Standards are being met. In practice, this means that some of the Standards are accompanied in our framework by more content than others; where a Standard is deemed to be self-explanatory, we have not found it necessary to repeat the requirements of the Standard without any further extrapolation.

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[2] https://www.gov.uk/government/statistics/school-workforce-in-england-november-2014

2   Findings

The following summarises the key points that we found in the course of our work, specifically following the many discussions we had with sector experts and stakeholders:

i.   **A new framework of core content for ITT is necessary.** We received clear evidence from our discussions with experts, and from written submissions, agreeing with Sir Andrew Carter's conclusion that there is significant variability in ITT courses, and his proposition that a framework of core content is necessary to support ITT providers in delivering high-quality programmes for trainee teachers. There was also broad consensus that the key areas identified in the annex to the Carter report as those which should be included in a core programme for ITT courses should be included in the new framework.

ii.   **The Teachers' Standards remain the core articulation of effective teaching, at all levels.** We believe the Teachers' Standards must remain central to the outcomes of effective ITT programmes and the framework of core content must therefore aim to elaborate the Standards in a way that is helpful to providers and trainees alike.

iii.   **There must be room for innovation in the design and delivery of ITT**. It is important that the framework of core content be succinct, not over-prescriptive and leave room for ITT providers to use their professional judgement and expertise in determining how their programmes should be designed and delivered. It was clear from our conversations with key stakeholders that it would be unhelpful to develop an exhaustive list of content that gives little scope for ITT providers to develop their own programme and it simply becomes a mechanical tick list for providers to demonstrate compliance (indeed, such an approach has been tried and rejected before, with the Government's prescription of a detailed curriculum for ITT in DfEE Circular 4/98).

iv.   **Initial teacher training is precisely that: INITIAL.** Providers should bear in mind that, as Carter put it, "ITT should provide firm foundations on which new teachers can build, forming the start of their professional journey". The trainee emerging successfully from ITT is far from being a fully-fledged and proficient teacher. Providers of ITT must assess trainees against the Teachers' Standards in a way that is consistent with what could reasonably be expected of a trainee teacher at the end of the initial period of training, but there are additional experiences and expectations that will apply to trainees

beyond the ITT year, as they continue to grow and develop professionally.

v.   **High-quality professional development is of the utmost importance.** If we are to have teachers who consistently deliver teaching that is of the highest possible calibre, then it is essential that high-quality professional development is seen as an integral part of a teacher's professional life. David Weston's report on professional development will provide guidance for teachers and providers of teacher training to help them understand the characteristics of good-quality professional development. It is essential for all providers to emphasise the importance of continuing training and development as a career-long process for teachers. Securing a strong and stable supply of teachers is crucial for the future success of our school system. Of course this means encouraging as many talented individuals as possible into the teaching profession. However, it is also fundamentally about retaining the good teachers we have and supporting them to develop into high-calibre practitioners. Providing consistent, high-quality professional development for all new teachers in the early years of their careers should have a positive impact on improving teacher retention over the longer term.

vi.   **There needs to be greater clarity about QTS and the NQT year.** We know, from our own experience as well as from the discussions we had, that there is currently an element of ambiguity in the system about when a teacher is fully ready to pursue a career in the classroom – that is, the point at which they should be considered as fully qualified. While Qualified Teacher Status (QTS) is currently awarded following successful completion of the ITT period, all new teachers intending to work in maintained schools must then successfully complete a period of induction (i.e. their Newly Qualified Teacher year); failure to complete induction does not, confusingly, lead to QTS being rescinded, but it does mean that the teacher cannot teach in a maintained school. The point at which a teacher is deemed to be fully qualified should be unequivocal, and it should not necessarily be immediately on completion of a period of initial training. We therefore welcome the commitment made in the Government's White Paper, Educational Excellence Everywhere, published in March 2016, to "replace the current 'Qualified Teacher Status' (QTS) with a stronger, more challenging accreditation based on a teacher's effectiveness in the classroom, as judged by great schools" [3]. When fully developed, we expect this new process to provide the clarity that is fundamentally needed, for new teachers as well as for more experienced professionals and schools leaders, as to when an individual should be considered fully qualified.

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[3]https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational_Excellence_Everywhere.pdf

vii.   **The moral purpose of education should be emphasised in high-quality ITT.** We heard evidence from those working in schools, including headteachers, about the need to emphasise the moral purpose of education to those seeking to enter the profession. Some felt that teachers should be required to subscribe to a professional code of ethics, as is the case in some other professions. A clear statement of the ethical and professional duties of the teacher is already embodied in both the Preamble to, and Part 2 of the Teachers' Standards. We thus suggest that it is important that these parts of the Standards are fully and properly emphasised during ITT, and that good teaching should be firmly located within the moral and ethical framework of education.

viii.   **The framework should be used as one of the key determinants of the quality of ITT.** Our remit requested that we consider whether the framework we have developed should be advisory or mandatory, if it is accepted and subsequently implemented by Government. A majority of the views represented to us were that the framework must be mandatory if it is to have a real and lasting impact on changing provision for the better. We have therefore noted with interest the intention, set out in the White Paper, for Government to develop a new set of quality criteria that will in future be applied when training places are being allocated to providers. We would strongly recommend that the framework we have produced should play an integral part in judging the quality of provision. In this way, all providers would be required to have regard to the framework and ensure that the content of their programmes aligns with it, if they are to receive allocations of training places.

3   Recommendations

We make the following recommendations:

I.   The framework of core content set out in this report should be adopted by the Department for Education, and used as one of the key measures of quality when allocating ITT places in future;

II.   Ofsted should have due regard to the framework of core content as part of its ITE inspection, and should use the framework when making judgements about the quality of training and the leadership and management of an ITE partnership; and

III.   The Department for Education should give consideration to how there could be clarification over the expectations and entitlement to effective continuing professional development for all new teachers in the early years of their career.

4 About the framework of core content

4.1 Addressing the Carter recommendations

The group deliberated over the structure of the framework of core content and took into account the suggestions for broad rubrics made in the annex to the Carter report. While there was broad agreement with Carter's suggestions, we were mindful of the unintended consequences of developing a document that might inadvertently be construed as replacing the Teachers' Standards. It remains the case that teachers must demonstrate that they meet all of the Standards, and the new framework is therefore developed around the Standards, which must continue to have primacy. However, we have carefully considered the areas where Carter identified the most significant inconsistencies and gaps in provision, and also those areas where further clarification may be needed (particularly as to what should reasonably be expected by the end of a period of ITT). We have therefore set out the essential core course content required to support trainees in meeting the Teachers' Standards, as well as responding to Carter's suggestions in the new framework.

5. Other related publications

5.1 Mentor standards

We recognise the critical role that school-based mentors can play in supporting teacher trainees to develop into effective teachers, and in building the capacity of the school workforce more broadly. We welcome the development of the mentor standards by the Teaching Schools Council, and encourage ITT providers to use the standards in order to raise the profile of mentors and improve consistency and quality of the roles they perform.

5.2 Behaviour management for ITT

Tom Bennett has served as a member of this group, while also leading a separate working group to develop behaviour management content for ITT. The core content on behaviour developed by Tom Bennett's group is contained within our proposed framework of core content; his report will be made to Ministers alongside this.

Appendix 1: The Teachers' Standards and the Framework of Core Content.

FRAMEWORK OF CORE CONTENT FOR INITIAL TEACHER TRAINING

<u>Introduction and Purpose</u>

The Teachers' Standards, which came into force in September 2012, define the minimum level of practice expected of trainees and teachers from their initial teacher training (ITT) onwards. They constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003, as amended.

The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of ITT must assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher at the end of their initial period of training. Providers need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet the standards in full.
This new framework emphasises the continued pre-eminence of the Teachers' Standards and gives direction to ITT providers on developing their programmes. It also gives trainees a guide as to the level at which they should be expected to be meeting the standards at the end of their period of initial training.

In many cases the standards require no further explanation or exemplification. This framework of core content should not be regarded as exhaustive, nor should it be used in place of the standards themselves. Instead, it should be read as a set of integral and interrelated themes, giving further clarity about effective preparation for excellent teaching. The best provision will adopt a cyclical approach: introducing, refining and revisiting throughout a trainee's programme, providing opportunities to practise and consolidate these core elements.

THE TEACHERS' STANDARDS AND THE FRAMEWORK OF CORE CONTENT

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

> **1 Set high expectations which inspire, motivate and challenge pupils**
> - **establish a safe and stimulating environment for pupils, rooted in mutual respect**
> - **set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions**
> - **demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.**

Providers should ensure that trainees understand that the obligation to set high standards which inspire, motivate and challenge applies to all pupils for whom a teacher has responsibility. This applies regardless of age, ability or aptitude, and includes pupils who might have special educational needs and disabilities (SEND), and pupils for whom English is an additional language (EAL). Providers should equip trainees to be able to inspire and provide extra challenge for the most able pupils.

2   Promote good progress and outcomes by pupils
- **be accountable for pupils' attainment, progress and outcomes**
- **be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these**
- **guide pupils to reflect on the progress they have made and their emerging needs**
- **demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching**
- **encourage pupils to take a responsible and conscientious attitude to their own work and study.**

Providers should ensure that trainees are familiar with a range of techniques, including modelling work for pupils and scaffolding tasks with guidance that can be gradually removed as pupils become more competent. Trainees should be conversant with effective approaches for strengthening pupil memory, such as repeated practice spaced over a period of time, short tests, and making effective use of questioning. When observing experienced teachers, trainees should be able to evaluate specific teaching strategies.

Providers should design programmes that focus on how effective teaching ensures good pupil outcomes. Trainees should be introduced to important factors affecting pupils' education such as cognitive load, motivation, understanding and focus.

Trainees should have a clear understanding of the positive impact a good teacher can have on pupil attainment, and know how they may be held professionally accountable for pupil outcomes. Trainees should know how to make use of assessment in order to track pupil progress.

3   Demonstrate good subject and curriculum knowledge
- **have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings**
- **demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship**
- **demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject**
- **if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics**
- **if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.**

Providers should audit trainees' subject knowledge early in their training and make provision to ensure that trainees have sufficient subject knowledge to satisfy the standard by the end of their training.

Trainees should be conversant with a range of effective subject-specific pedagogical approaches, and know how to address common pupil misconceptions in their subject(s). They should understand how students are expected to make progress within different subjects across each relevant Key Stage. Trainees should demonstrate a full understanding of the requirements of the national curriculum, national Key Stage tests and specifications for public examinations for the subject(s) and phase(s) they will be teaching. By the end of their training, trainees should be able to teach a knowledge-rich curriculum to a depth beyond what is required of pupils.

Providers should encourage trainees to read widely around their subject(s) and draw upon scholarship to inform classroom teaching; they should also promote the importance of continuing subject-specific professional development.

Providers should ensure that trainees who will be teaching early reading and mathematics understand the importance of mastering the fundamental building blocks of their subject(s): for example, systematic synthetic phonics for reading; and number facts, times tables and basic operations and algorithms for mathematics.

> **4 Plan and teach well structured lessons**
> - **impart knowledge and develop understanding through effective use of lesson time**
> - **promote a love of learning and children's intellectual curiosity**
> - **set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired**
> - **reflect systematically on the effectiveness of lessons and approaches to teaching**
> - **contribute to the design and provision of an engaging curriculum within the relevant subject area(s).**

Providers should ensure that trainees understand that all new teaching builds on prior knowledge, and use that principle to plan well-sequenced lessons and schemes of work. Trainees should understand that effective planning is not an isolated activity, but draws upon knowledge of subject, progression, assessment and skilful questioning. Providers should support trainees in their planning to demonstrate an understanding of how individual lessons fit within a lesson sequence.

Providers should ensure that trainees are able to reflect on the effectiveness of lessons, and evaluate their pedagogical approaches to inform future planning and teaching. Providers should ensure that trainees have appropriate opportunities to gain a broad understanding of issues regarding curriculum design and development.

Providers should ensure that trainees are familiar with a range of resources, including textbooks and digital resources, and understand how to use them along with the effective use of technology as a basis for teaching, as well as how to assess their selection, content and use.

Trainees should demonstrate that they can set homework that is challenging, consolidates work done during lessons, and encourages pupils to take responsibility for their own academic progress.

Trainees should be introduced to the most relevant and recent research, propositions and theories relevant to good classroom practice, and should be encouraged to view these with a critical eye, questioning outcomes, conclusions and limitations. Trainees should also demonstrate an understanding of the basics of empirical research methods, both quantitative and qualitative, know where to find evidence-supported resources for teachers, and understand the benefits and limitations of different types of research.

5   Adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Providers should ensure that trainees are equipped to identify the needs of all pupils, avoiding labelling by group, and make provision for them, including seeking the advice of colleagues with specialist knowledge and experience.

Providers should equip trainees to analyse the strengths and needs of all pupils effectively, ensuring that they have an understanding of cognitive, social, emotional, physical and mental health factors that can inhibit or enhance pupils' education. Providers should ensure that trainees understand the principles of the SEND Code of Practice, are confident working with the four broad areas of need it identifies, and are able to adapt teaching strategies to ensure that pupils with SEND (including, but not limited to, autism, dyslexia, attention deficit hyperactivity disorder (ADHD), sensory impairment or speech, and language and communication needs (SLCN)) can access and progress within the curriculum. Providers should ensure that SEND training is integrated across the ITT programme.

Trainees should be able to recognise signs that may indicate SEND, and support common educational needs through review of their teaching, making adjustments to overcome any barriers to progress and ensuring that pupils with SEND are able to access the curriculum. These should take the form of a cycle or 'graduated approach' in the classroom. This should involve assessing pupil need, planning, reviewing and implementing change to support pupil progress, as referenced in the Code of Practice.

Providers should emphasise the importance of emotional development such as attachment issues and mental health on pupils' performance, supporting trainees to recognise typical child and adolescent development, and to respond to atypical development.

6   Make accurate and productive use of assessment

- **know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements**
- **make use of formative and summative assessment to secure pupils' progress**
- **use relevant data to monitor progress, set targets, and plan subsequent lessons**
- **give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.**

Providers should ensure that trainees are fully conversant with the fundamental principles of assessment and testing, including the differences between formative and summative assessment; bias, reliability and validity; criterion- and norm-referencing; standardisation and standardised tests (such as those that produce a reading age).

Trainees should demonstrate that they are able to make effective use of assessment data to ensure that teaching is both supportive and challenging, and to enable them to give effective and efficient oral and written feedback to pupils and parents.

Trainees should be fully conversant with the requirements regarding continuous assessment of pupils' work and how approaches to assessment differ across subjects. They should also be aware of how nationally standardised summative assessment helps teachers understand national expectations and assess their own performance.

> **7 Manage behaviour effectively to ensure a good and safe learning environment**
> - **have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy**
> - **have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly**
> - **manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them**
> - **maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.**

Trainees should have an understanding of a variety of strategies for managing behaviour effectively, including the importance of routines, responses and relationships for ensuring good classroom behaviour. They should learn and practise a range of routines for improving the behaviour of pupils and minimising opportunities for disruption, and understand the importance of communicating clear boundaries and high expectations.

Trainees should also understand how to access whole-school support. Trainees should be able to employ strategies to secure and maintain an orderly classroom, pre-empt disruptive behaviour and continue a lesson after interruption, and understand the importance of body language, clear communication, voice tone and vocabulary. Trainees should practise how to be authoritative and fair, and how to build confidence and regulate their own emotional disposition.

Providers should devise opportunities for the practical demonstration and instruction of these techniques, prioritising opportunities for trainees to reflect, improve and practise at the most appropriate points in their training. Providers should also ensure that trainees are given structured exposure to a variety of classroom contexts, to the observation of best practice and, where possible, pre-course practice sessions.

> **8 Fulfil wider professional responsibilities**
> - **make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support**
> - **deploy support staff effectively**
> - **take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues**
> - **communicate effectively with parents with regard to pupils' achievements and well-being.**

Providers should ensure that trainees understand how to work with and effectively deploy support staff in ways that have the greatest positive impact on pupils' education and progress.

Providers should support trainees to work effectively in the professional context of a school, supporting trainees to understand how to build professional relationships with colleagues.

Providers should encourage and expect trainees to take a full part in the day-to-day life of the schools in which they are training, including the pastoral system, extra-curricular activities and parents' meetings. Providers should encourage trainees to reflect on the full extent of the role that teachers play within the wider school community, and in society beyond.

Providers should encourage trainees to develop a commitment to their continuing professional development and to know how to access professional development opportunities.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**
    - **treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position**
    - **having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions**
    - **showing tolerance of and respect for the rights of others**
    - **not undermining fundamental British values, including**
    - **democracy, the rule of law, individual liberty and mutual respect,**
    - **and tolerance of those with different faiths and beliefs**
    - **ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.**

- **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.**
- **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

Providers should ensure that trainees have a clear understanding of the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession, as set out in Part Two of the Teachers' Standards.

Providers should instruct trainees on the legal responsibility they have as teachers with regard to safeguarding, including how to refer safeguarding concerns within a school. Opportunities should be provided for trainees to consider how to respond to challenging ethical issues that teachers might encounter. Trainees should develop and demonstrate an understanding of how fundamental British values can be upheld in schools.

Providers should also guide trainees on how to exhibit high standards of professional behaviour in schools and out of school, and offer advice on personal organisation, well-being and maintaining a sustainable work/life balance.

Appendix 2: Terms of Reference

Independent working group to develop a framework of core content for ITT

Context

1. The Carter Review of Initial Teacher Training (ITT) found considerable variability in ITT course content across the system. The review identified what appeared to be significant gaps in a range of courses in areas such as subject knowledge development, subject specific pedagogy, behaviour management, assessment and special educational needs. The review concluded that there may be a case for a better shared understanding of the essential elements of good ITT core content. It made the following recommendation:

   ***Recommendation 1: DfE should commission a sector body (for example, the Teaching Schools Council, a future professional body (College of Teaching), or another sector body) to develop a framework of core content for ITT.** We believe that a framework of the essential elements of core content would build a stronger shared understanding of good ITT content meaning that trainees will have a more consistent experience. We also hope that this framework will provide trainees with a greater understanding of the areas they should be covering in ITT. We feel it is critical that a framework is developed by the sector, rather than by central government. Though we have not aimed here to set out exactly what should be in the framework, we feel that the areas outlined in section 1 offer a strong starting point. We would like the framework to be informed by the areas for improvement we outline in this report.*

Purpose

2. To develop a framework of core course content for ITT.
3. In line with the Carter Review's recommendation, the aim of the framework is:
   - To support those who deliver ITT and applicants and trainees to have a better understanding of the essential elements of good ITT core content.

Scope

4. The framework should define the essential elements of core course content that are generally required to support trainees to meet the Teachers' Standards.
5. The framework should be developed in the context of the Carter Review's conclusion that "ITT is initial" and that "ITT should provide firm foundations on which new teachers can build, forming the start of their professional journey". The review concluded that it is less effective to cover a huge range of content at the expense of covering the most important issues effectively. This working group will need to design a framework that guides those delivering ITT in what should be prioritised; the group should not aim to develop an exhaustive list of ITT content. The development of this framework should not undermine the freedom of ITT partnerships to innovate and tailor their programmes for their trainees.
6. The framework should be designed as a core framework to support both primary and secondary ITT programmes, across a range of subjects. The group is not expected to design frameworks for different curriculum subjects

though they may wish to encourage leading academics to develop their own elements to complement the core framework.

7. Though the framework may be useful for those delivering other types of teacher training, the framework should be designed primarily for ITT courses in England that prepare trainees to meet the Teachers' Standards.

8. The working group should consider the Carter Review's findings and conclusions, evidence collected as part of the Carter Review and any other evidence they consider appropriate.

9. The working group should consult with relevant experts and stakeholders across the education sector.

10. The format and structure of the framework and any accompanying explanation is a matter for the working group.

11. As well as development of the framework itself, we would like the working group to consider the most appropriate status of the framework, in order for it to best support the development of effective course content across ITT programmes. The group should consider, for example, whether the framework should be advisory or mandatory for ITT programmes.

Membership and Governance

12. Stephen Munday CBE, Dame Alison Peacock, Kath Goudie, Seamus Oates, Tom Bennett, Dina Lewis, Ruth Miskin, Margaret Mullholland, John McIntosh CBE, Professor Anthony O'Hear, Rachael Hare and Patrick Derham.

13. The working group will be supported by a DfE secretariat.

Communications and outputs

14. The group will present a framework to the Secretary of State by Spring 2016.

15. The framework must be approved or revised by the Secretary of State before publication.

Acknowledgements

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Myscience
National Association for Special Educational Needs (nasen)
National Association of School Based Teacher Training (NASBTT)
National Association for the Teaching of English
National Autistic Society (NAS)
National Children's Bureau (NCB)
National Centre for Excellence in the Teaching of Mathematics
National Sensory Impairment Partnership (NatSip)
Ofsted
Place2Be
PSHE Association
Sheffield Hallam University
Special Education Consortium
Swiss Cottage Special School
Tri-Borough Alternative Provision (TBAP)
Thames Primary SCITT
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